Pearson GCSE ICT to Pearson Certificate in Digital Applications (CiDA) Mapping Document

Introduction

If you are thinking of switching from Pearson GCSE ICT to the Pearson Edexcel Certificate in Digital Applications (CiDA) specification, this document is an easy reference guide to help you identify key comparisons and differences between the specifications. The direct overlaps of content are in Unit 2, therefore Unit 1 has not been included in this document and where there is no direct overlap this has been left blank; however, both qualifications follow a similar assessment style.

The Pearson Edexcel CiDA specification aims to:

- equip young people with the knowledge, understanding and skills they need to design and make effective digital products for others to use.
- enable young people to use digital tools as a means of expression to inform, persuade and entertain.
- foster young people's creativity and develop their independent learning skills.
- challenge young people to reflect on what they produce and strive for excellence.
- increase young people's awareness of their responsibilities in the digital word and their respect for other people's rights.
- equip young people with professional, real-world skills in planning, project management and communication.
- give young people the knowledge, understanding and skills they need to support future learning and exploit the creative digital industries.

Specification map: Pearson Edexcel GCSE in Information and Communication Technology (ICT) (2IT01)

Pearson Edexcel GCSE in Information and Communication Technology (ICT)		CiDA Unit 1	CiDA Unit 2	CiDA Unit 3	CiDA Unit 4
Unit 2: Using Digital Tools					
1 Research and information gathering	**1.1 Differentiate between data and information**				
	• Understand the characteristics of data and information				
	• Understand how data and information can be organised and structured to facilitate effective use				
	• Understand that information can be represented in different forms.				
	• Identify the data and information requirements of a task				
	• Understand the need for accuracy				

GCSE ICT to CiDA Mapping Document

	1.2 Use secondary sources				
	• Select appropriate sources of information		Statement 2.1 is concerned with investigating and evaluating multimedia products and how they are used in a variety of contexts	Statement 3.1 relates to investigating artwork and images, how colour is used in images, and encouraging students to consider their audience	
	• Use appropriate search techniques to locate information				
	• Select relevant information by making informal judgements about its quality, relevance and fitness for purpose		Statement 2.3 touches upon copyright and other constraints on the use of digital assets		
	• Recognise copyright and other constraints on the use of information				
	1.3 Use primary sources				
	• Create original images and other assets			Statement 3.4 relates to creating artwork and images	

	• Create original text and other information				
	• Create survey data				
	1.4 Use databases				
	• Understand how data can be structured				
	• Enter and edit records				
	• Search for valid and meaningful information for a specified purpose				
	• Sort records using single and multiple fields in ascending and descending order				
	• Use reports to present information clearly				
2 Modelling	**2.1 Adapt and enhance spreadsheet models**				
	• Gather and validate data for use in a model				
	• Enter and organise numerical data				
	• Manipulate, process and analyse numerical data				
	• Format numerical data and other information				

	• Use formulae, functions and variables				
	• Use validation techniques				
	• Enhance clarity and presentation				
	2.2 Use models to explore ideas				
	• Ask 'what if' questions				
	• Model different scenarios				
	• Try out alternatives and explore ideas				
	• Create and develop charts and graphs to display numerical data				
	• Verify results (accuracy, plausibility)				
	• Interpret results and make recommendations based on them				

3 Digital publishing	3.1 Design digital products which are fit for purpose and audience				
	• Investigate requirements	Statement 1.1 requires a clear purpose of the web product, identifying the target audience	Statement 2.2 relates to understanding the given project brief, requirement and audience	Statement 3.1 relates to investigating artwork and images, how colour is used in images, and encouraging students to consider their audience	Statement 4.1 relates to investigating computer games
	• Analyse stages of a complex ICT task	Statement 1.2 requires the understanding of a client brief and touches on product lifecycle		Statement 3.2 relates to designing artwork, carefully planning their product to meet their intended objective	
	• Use design tools (storyboarding, structure charts, flowcharts, templates)	Statement 1.2 relates to uses of design tools; Statement 1.3 relates to site structure; Statement 1.4 relates to	Statement 2.2 relates to creating storyboards, timeline storyboards, structure charts and flowcharts		Statement 4.2 relates to moodboards

		consistency of pages and structure			
	• Justify design decisions	Statement 1.2 relates to how to translate the design brief		Statement 3.2 relates to generating ideas by gathering stimulus material	Statement 4.2 involves identifying how the game will be tested and explaining choices
	• Make use of feedback from test users	Statement 1.2 has an element of using feedback	Statement 2.1 requires the use of feedback	Statement 3.2 requires the use of feedback	
	3.2 Prepare and organise different types of digital content				
	• Text • Number • Sound • Images • Video • Animation	Statement 1.7 relates to selection and preparation of content, clear text, resizing images and editing techniques	Statement 2.3 involves collecting and creating digital assets, text editing, graphic and drawing software, capturing images, and recording and editing sound and video	Statements 3.3, 3.5, 3.6, 3.7 and 3.8 involve image types, use of drawing tools, use of editing tools, preparing images for screen or web and preparing images for print	Statement 4.3 relates to creating and preparing digital assets, creating prototypes and gathering feedback
	3.3 Develop digital products which are fit for purpose and audience				
	• Combine different types				

	of digital content	Statement 1.7 involves content selection and preparation; Statement 1.4 relates to consistency of pages, structure and appearance; Statement 1.5 relates to composition and page layout; Statement 1.6 relates to web based products for the visually impaired, and usability testing	Statement 2.4 involves using a range of software to create products that meet the technical specification; Statement 2.8 involves present multimedia products in an interactive showcase. Statement 2.5 Prototype testing Statement 2.4, tested to ensure it functions properly	Statement 3.4, develop artwork and images using a variety of tools and techniques Statement 3.10, create an interactive showcase of achievements Statement 3.4, refine artwork Statement 3.10, test eportfolio	Statement 4.3 involves developing the game, producing detailed designs, and collecting and preparing digital assets; Statement 4.3 relates to the rules of developing a game, which may be a sequence of instructions, testing for functionality and user experience
	• Use accepted layouts and conventions				
	• Apply editing, formatting and layout techniques				
	• Maximise clarity and enhance presentation				
	• Create a user interface				
	• Use automated features				
	• Sequence instructions				
	• Test for functionality and usability				
4 Evaluating outcomes	**4.1 Review outcomes**				
	• Compare with requirements	Statement 1.0 involves considering the success of the product and the extent to which it meets needs, and identifying improvements and	Statement 2.7 involves considering how well the product works and ease of use	Statement 3.9 involves considering feedback from the end reviewer and making suggestions for improvements	Statement 4.5 involves reviewing the game
	• Identify strengths and weaknesses				
	• Suggest possible improvements				
	• Make modifications to improve the outcomes				

		possible enhancements			
	4.2 Work collaboratively				
	• Choose suitable test users		Statement 2.4 states the product must be tested	Statements 3.2, 3.9 and 3.10 involve selecting test users	Statements 4.2 and 4.3 involve selecting test users
	• Respond appropriately to feedback from others				
	• Give constructive feedback to others				
	• Use collaborative tools				
	4.3 Self-review				
	• Review own performance				
	• Identify strengths and weaknesses				
	• Evaluate the selection, use and effectiveness of ICT tools and facilities used				
5 Working efficiently and safely	**5.1 Manage files**				
	• Save work regularly and keep information secure		Statement 2.9 involves file management;	Statement 3.11 involves file management	Statement 4.6 involves file management
	• Use sensible filenames and formats				
	• Create and manage files				

			Statement 2.3 involves appropriate file names		
	• Retrieve work efficiently				
	5.2 Manage themselves and their work				
	• Plan and manage work efficiently		Statement 2.9 requires students to have an approach to personal effectiveness	Statement 3.11 requires students to have an approach to personal effectiveness	Statement 4.6 requires students to have an approach to personal effectiveness
	• Select appropriate ICT tools and techniques				
	• Customise settings				
	• Use available sources of help				
	• Use software templates and wizards				
	• Adopt safe, secure and responsive practice when using ICT				
	• Communicate and exchange information safely, responsibly and securely				
	• Organise electronic messages, attachments and contacts				
	5.3 Quality assure what they produce				

	• Work accurately • Spell check • Proofread • Seek views of others		Statement 2.9 requires students to learn about quality assurance	Statement 3.11 requires students to learn about quality assurance	Statement 4.6 requires students to learn about quality assurance
	5.4 Know about and adhere to legislation and codes of practice				
	• Acknowledge sources • Respect copyright • Protect confidentiality		Statement 2.9 requires students to learn about legislation and codes of practice		Statement 4.6 requires students to learn about legislation and codes of practice